

The ATA Magazine

NOVEMBER
1953

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ASSOCIATION





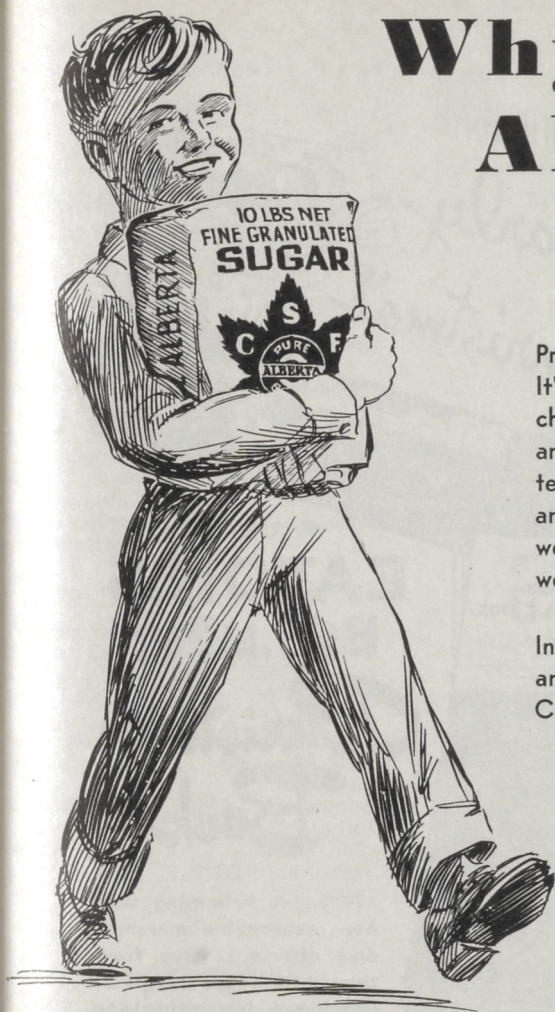
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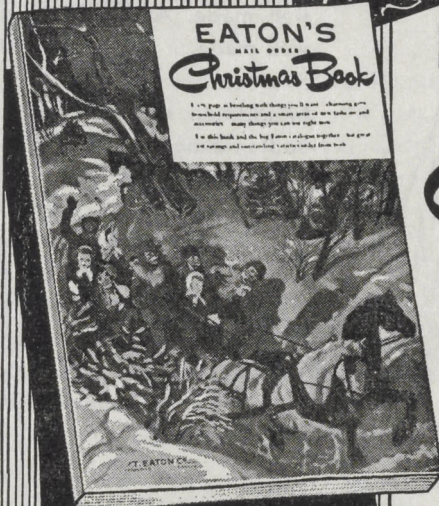
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The ATA Magazine



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THIS MONTH'S COVER

W. F. Irwin of Western Canada High School, Calgary drew this month's cover. Typical of rural Alberta, the scene suggests that hay mows and barns are still part of harvest work in this mechanized age.

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Editorial

TRUSTEES CRITICAL OF CHANGES IN BUILDING ASSISTANCE ACT

Proposed revisions in the School Building Assistance Act came in for some sharp criticism at the recent annual convention of the Alberta School Trustees' Association. Urban trustees, in particular, were quick to register their disapproval of the proposed changes.

Delegates were told that the Act would be revised to provide for a flat grant per classroom instead of a percentage of total cost. Department of Education spokesmen stated that the change would provide more uniform assistance in new construction to rural and urban school authorities.

The Alberta School Trustees' Association would be wise to register its opposition to the proposed revisions. School divisions and counties as well as urban areas stand to lose substantially in the application of the new formula to larger construction projects.

EDUCATIONAL RESEARCH FOR ALBERTA

We have followed with interest the efforts of Dr. G. M. Dunlop of the Faculty of Education, University of Alberta, to promote an Alberta Institute of Educational Research. Anyone who has heard his interesting presentation of the case for such an organization will wish him and his colleagues success in their efforts.

The Alberta Teachers' Association has been represented at several planning meetings and has joined with the Alberta School Trustees' Association and the Alberta Federation of Home and School Associations in supporting efforts to organize a pilot plan. Elsewhere in this issue you will find a reprint of Dr. Dunlop's address on the subject to the C.E.A.-Kellogg Workshop last June.

WHAT CAN YOU DO ABOUT IT?

School boards and teachers alike comment with increasing frequency on the lack of public interest in school affairs. Only when some issue arises which inspires comment on all sides does the public begin to be concerned with their educational system.

This lack of interest is in direct contrast with press reports and magazine articles which are creating an idea that all is not well in our schools. Neglect of the three R's, neglect of liberal education, over-emphasis of frills, lack of discipline, are some of the many charges being hurled at our school systems. Recently an ex-teacher was reported by the press as being interested in founding an organization with the soul-stirring title of "Better Schools Unlimited." According to the report, the founder has left teaching because of the frustrations brought on by modern methods and the cavalier attitude of the modern pupil towards education.

All of this simply points to the fact that there is a vocal, if only a minority, group who stand ready to assail public education at any opportunity. Teachers and trustees alike will do well to be prepared in advance to meet this barrage of criticism.

The public should know what goes on in the schools. Teachers and trustees should co-operate in bringing the public into the schools. Let people see what Johnny and Jane are doing. Let the public know what goes on in board meetings. Distrust feeds on ignorance and misunderstanding.

Publishers' presses feed attacks on education. Harper and Brothers published Robert Hutchins' not too friendly book, "The Conflict in Education in a Democratic Society." Little, Brown & Co. has just released, "Quackery in the Public Schools." On the Canadian Scene Dr. Hilda Neatby's book, "So Little for the Mind," has erupted in our midst.

Reporting The Schools

WILMA MORRISON

Wilma Morrison is Education Editor of the Portland Oregonian. This is her idea of the problem of reporting schools.

REPORTING the schools is like doing chemical experiments in which there is always an "unknown" and that "unknown" is always a high explosive. You never know when a side reaction is going to blow up the laboratory.

Those traditional standards of the press—objectivity and accuracy—won't cover the job of the education editor. His is a task of translation. The fact that it is necessary to translate, and by translate I mean explain, sometimes to the point of the ridiculously elementary, the most American of American institutions, the public schools, is a sad and exasperating commentary on these frightened times.

As a friend said after seeing a school board meeting derailed for hours by a shotgun blast of accusation—a blast that permitted no answers—"Maybe the critics have something. Maybe the schools are no good. Many of their products have grown up to mistrust the system that produced them."

Consolation lies in the thought that there is no knowing how much more suspicious these people would be if they had not gone through the public schools. And much more consolation in the fact that, for all their noise and costly nuisance effect, the number of persons who are sharpshooting at public education for the sake of shooting is few.

For every one of these extremists, there are hundreds who support the system that made our democratic government possible—hundreds whose criticisms are constructive and who need only facts in order to think through to right conclusions.

How to Get Facts

How, then, to get them the facts?

The newspaper is the only means of giving the entire public a knowledge of what the schools are trying to do and what they contend with in doing it. I am not talking about sporadic, look-how-wonderful articles on new educational tricks or periodic spates of stories that precede tax elections.

I mean continuous reporting that airs every problem that comes before the board, together with the opinions and discussion that led to each decision. All the action, including the times the board trips over its own policies or lack of policies. Week-in, week-out reporting that lays out the damned-if-you-do and damned-if-you-don't dilemmas that go with each of the hundreds of school pressures that boards and administrators deal with year in and year out.

Magazine articles can't do this, nor professional journals. Only through the newspapers with their continuous coverage can this background picture of the complicated thing that is a democratic school system reach the people. And only this knowledge of all that is behind Johnny's classroom can insulate the public against rumour and generalized propaganda so that it won't go tearing off on a hate hunt, entirely forgetting the children when a controversy shows.

Schools and concerned parents are right when they emphasize a "responsible" press. Accuracy, competency, objectivity, do not cover the school reporter's job. Nor does the conception of some school men—that responsibility means responsibility to themselves, exhibited in articles written to their specifications and greater glory.

Responsibility applied to the press means exactly what it should mean when applied to every citizen and every school administration and teacher—a first focus on children. The newspaper should apply all its rules of news coverage of any public agency, and add to that, the consciousness that the welfare of thousands of children is involved.

Adding 60,000 kids (in Portland) as background characters, innocent bystanders, in every school story, does not subvert the news and does not lessen the cover—quite the contrary. It does alter the treatment.

How do you get a responsible press, one that is so conscious of its responsibility to those 60,000 youngsters that it will throw out an inflammatory headline and run a factual—and less saleable—one?

This is one of those circular, chicken-or-the-egg, questions. To get a responsible press you have to have a responsible and, above all, an open school administration. Which comes first is academic. If the school administration is not open, the newspaper won't have the background knowledge with which to be responsible even if it wants to. Besides, the schools have no alternative except to cooperate with the press. Putting it baldly, the press can hurt the schools but the schools have no effective club over the press.

Your only safe-guard against a bad press is knowledge of school operations and problems by the reporter and his editor. And the only way for them to get that knowledge is to sit in on the schools, day-by-day, pressure-by-pressure, deficit-by-deficit, personnel controversy-by-personnel controversy.

Yes, even on personnel matters. When a dismissal case gets to the point of a tenure trial or public hearing and an aroused group brings in a petition and charges the administration with discrimination and false accusations, the reporter is not likely to overplay its sensational charges IF he has listened in, over a period of years, to instances in which the person in question has had to be rescued from his own errors and weak performance.

Understanding the Schools

A reporter who has sat in, year after year, on the parent and teacher struggle toward a satisfactory report card and who knows all the unanswerables involved in translating the development of a human being onto a piece of cardboard, would not lead off a story like this one from New York.

"Foreign families at the United Nations and even some old-fashioned Americans are moving this summer to get away from world's screwiest school system."

The story continues, "New York schools are now in their fifth year of an experiment which is variously called '100 per cent promotion' or 'compulsory promotion' or 'continuous progress.' It means simply that everybody gets promoted regardless of how dumb, indolent, backward, lazy or moronic he may be . . ."

The reporter who knows the dilemma of the schools under compulsory attendance laws—to fail dull children and have 16-year-olds in the primary grades or pass them along and have some 9th graders who can't read—would have told the story differently. He would have noted the criticism of the foreign families and then gone into the age-old problems of inventorying junior for his parents. And if he had known enough about report cards, he would have had just as interesting—and an even more amusing—story than this one that went out over the country from a syndicated daily news service.

First step toward that "responsible" school press is a school board and administration truly open to the press—not just paying lip service to an "open policy." Second, is to convince the editor that he should keep one person on the education beat and permit him really to cover the schools, not just catch up with them when a crisis occurs. Chief objection of school men to open their meetings to newspaper coverage is that editors send an assortment of uninformed reporters and they frequently go off half-cocked and headline falsehoods or half-truths that do grievous harm.

After nine years of reporting education in Oregon I can lay out one simple, mechanical rule for a good school press. Give more space to a school story than would be given to a story of comparable importance about another public agency. A lot of misinterpretations and falsifications that raise holy hob with public schools come not from intent to deceive but from excessive brevity.

If the highway commission closes a stretch of road and its action is reported without explanation in a two-paragraph story, nothing much is going to happen. A comparatively few persons living on the road will be outraged and will come to the commission for an explanation.

If the school board decides to shut down a high school or drop cooking from

the 8th grade curriculum and these are reported without explanation, thousands react. All the alumni of the high school for 60 years back come up howling. All the mammas who believe that calory charts and white sauce can't come too early in life, beat a trail to the board meeting. As do all the persons who make it their business to find a subversive educational plot back of every school change.

But if these actions are reported with full explanation of why they were taken, the public will either accept the reasons as sensible or, if the reasons aren't adequate, come to the board with arguments based on fact. They won't come in slugging at what their imaginations have whipped up as reasons—and convinced before discussion starts that the board tried to put something over on them.

A two-paragraph announcement of a school shut-down will create an uproar. Half a column of explanation and figures on population growth and shifts that have made the closure necessary, will result in sensible argument or no argument at all.

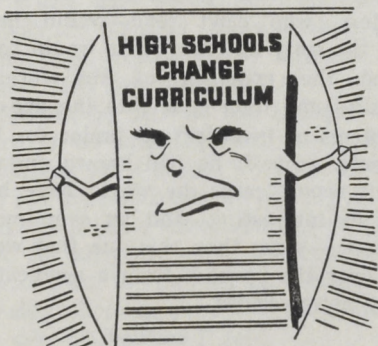
More Space in the Paper

As simple as that. More space in newspapers to lay out school problems is partial insurance, at least, of community cooperation rather than community conflict in solving the increasingly involved problems of public schools.

Now, assuming that your editor has included the 60,000 children as background characters in his paper's school stories, and has put one responsible reporter on the school beat, and has recognized that school news requires more than average space—and merits it from the reader interest standpoint—how open should schools and school board meetings be?

All meetings with exception of those dealing with personnel and land purchase should be open to the public. And all meetings including personnel and land purchase should be open to the

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press—the latter with understanding that the individual's right of privacy in his job shall not be violated. Nor will advance publicity be given to financial negotiations that would jeopardize the district's land purchasing.

(Off-the-record pledges by a reporter, which are anathema, and rightly so, to editors, will not be necessary if you have a newspaper staff with the kind of responsibility described above.)

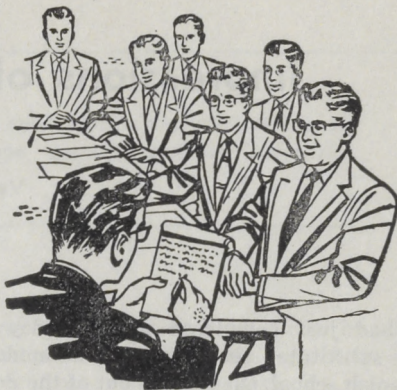
This I believe—on the evidence that it has worked successfully in Portland many years.

My belief in the entirely open board and administration will not be widely supported by school heads. And I am aware that press performance in various localities is governed by all kinds of outside influences. Newspapers whose competition for street sales is bitter, play news more sensationally than do those where the big circulation is residential as in Portland. The problem of school coverage in small communities where the paper keeps no local staff is something else again. Lack of a press is part explanation for the fact that often the school board and administration black-out is blackest in the small community and the county system where, it would seem, the public should be closest to its schools.

In spite of these differences in the newspaper field, it has surprised me that so few larger districts are entirely open. When one of the Portland directors appeared on a public information panel at the western conference of school administrators in Los Angeles last year, he brought back the report that his contribution to the discussion was fruitless.

Directors and educators at the meeting, he said, just didn't believe him when he told them the board here does not meet at all without press notification—not in rump session, not in luncheon huddles, not at all.

In an effort to find out what the general practice is, I sent a questionnaire to each of the 48 school districts of over 200,000 population and got 42 answers.



With due allowance for the inadequacies of the questionnaire (and this project verified my long-time doubts of the questionnaire method in general) the answers showed these things fairly conclusively.

Thirteen out of the 42 said all meetings are open either to public and press or to the press. However, answers of six of the 13 leave doubts as to whether the writer's concept of open was as open as the one I had tried to define in the questionnaire. Another thing that throws the questionnaire evaluation off is the fact that I failed to allow for the many boards which unlike Portland's distribute their business among committees—finance, curriculum, personnel, etc. In these cases, the discussions and problems that give rise to final decisions are in committee meetings. Even if the board meetings are covered by the press, if these committee meetings are not, then the performance is not truly open.

Twenty-nine of the 42 could be called semi-open according to my definition. That is, executive meetings and committee-of-the-whole meetings are closed.

Sixteen said the papers are notified of all meetings; 19 said, notified of official meetings only, and one said papers are never notified. Five did not answer.

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Impressions of Danish Education

Vera Hansen

I had just completed my first day of substitute teaching in a modern Danish school. On my way out of the door shortly after two o'clock I noticed a group of boys lingering in the school-yard. They were waiting to walk home with me. Eagerly they gathered round, brimming over with questions they had not been able to ask during the morning classes. "Do the Indians still scalp people over there?" they wanted to know.

Recently I spent the greater part of a year visiting with relatives in Denmark. Most of this time was spent in Horsens, a city of some 35,000 population, beautifully situated on an eastcoast fjord. Here I was given the privilege of actually teaching in two different schools. Being an Alberta teacher, I was interested to learn at first-hand more about the educational system of Denmark. Accordingly I seized every opportunity to visit the schools in various parts of the country.

These visits supplemented the ones I had made some years ago to the classes of various schools. At that time I had listened in to their oral examinations, open to the public. I had examined the extensive displays of sewing, woodwork and other school projects which were shown at promotion time in April.

As I had begun my own early schooling for eight months while on a visit to Denmark with my family, the language did not trouble me too much. During that time I had learned to read and write fairly fluently. Later I had kept up written correspondence with my Danish cousins. At times, of course, my expressions caused the students to

chuckle. However, I threatened to use English if they found difficulty in understanding my Danish. English is taught in all the schools.

The system itself should perhaps be explained. After five years in the primary school the pupil may continue, without an examination, into the 'folkeskole,' where he may get three years of general education, then stop. Or he may take an examination which will admit him to the secondary school where he may study for three years and write another examination. Passing this, he may take a one-year 'realskole' course followed by another examination. From here many of the students go directly into offices or get jobs with business firms. Others go on from secondary school into a grammar school or 'gymnasium' course of four years, leading, after an examination, to university entrance.

I visited one day a little red-brick, vine-covered village school. Here the primary teacher had reigned for twenty-five years. She had twelve pupils in the first and second years, these having begun their education at age seven. She seemed happy in her work and content with her comfortable little home. This adjoined the classroom and was complete with garden and flowers. In this particular village the senior school, in charge of two male teachers, was in a separate building at the other end of the village. In many one-room village schools the older children attend in the morning and the younger ones in the afternoon. There are no real rural schools as we have them in Alberta.

Vera Hansen teaches in Stettler. Here she records her impressions of Danish Education following an exchange teaching year in Denmark.

I formed the impression that Danish country teachers are secure, independent, and contented. They usually spend the greater part of their lives in one community, where they are respected citizens. Many of them provide leadership in church and community affairs. One village principal I know celebrated his fiftieth birthday by inviting the parents of his students, and other friends, for coffee in the gymnasium of the school. Speeches, songs and plays were features of the celebration.

Every year the headmaster of a village school I know takes the older students on a tour to some part of Denmark. One year the trip takes them to Copenhagen itself, with all its many sights. The next year they travel to some other interesting place to spend a week. This summer he and his assistant arranged for twenty-five of the pupils to spend a week on the island of Bornholm. They travelled by train and boat, and, needless to say, they arrived home with a wealth of material for social studies notebooks, and experiences enough to enjoy for many months. Excursions such as this are an accepted part of Danish school life.

Many young people do not have an opportunity to continue school because they are needed at home on the farms during part of the year. For their benefit there are 'after' schools which they may attend during the winter for more knowledge of arithmetic, literature, history, religion, sewing and cooking. Physical education always plays an important part. These are a kind of folk high school for adolescents, state-sup-

ported. They are usually run by the principal and his wife, assisted by several other staff members.

One beautiful May afternoon I attended the closing day ceremonies held at such a school, situated on the outskirts of a village not far from Horsens. The visitors were welcomed by the principal and his wife, and by the cookery and handicraft teachers. A group of teen-age girls from various parts of the country had spent the past four months at the school and now the results were being shown. First came a display of physical training in the garden, to the accompaniment of music. Then followed old folk dances in the costume of the district, accompanied by a fiddler, atop his barrel. Next we examined the canning, baking and handiwork done by the girls. The notebooks, in particular, attracted me—beautiful notebooks, neatly, carefully and lovingly arranged. Lastly coffee, complete with cakes, speeches and prize-giving, was served at a long table set up in the schoolroom. There was to be dancing in the evening.

My first assignment as a substitute teacher was in a private school in Horsens. This school includes primary, secondary and 'realskole' levels. The enrollment is around 425, averaging about twenty-five pupils per class. Classes begin at 8 a.m. and continue till 2 p.m., Saturdays included. Each period lasts one hour. There is a long break at eleven for a small lunch which the children bring from home and eat in their rooms. Teachers also have a snack and coffee. During the recess period after

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The Case Study Card

W. G. E. Pulleyblank

W. G. E. Pulleyblank was ATA representative for several years on the High School Entrance Examinations Board. This report replaces "Common Errors in Grade IX Examinations."

FOR several years the ATA representative on the High School Entrance Examination Board has published articles on "Common Errors on the Grade IX Examinations." This year the Board decided to change the style of the report to deal with only one or two subjects each year in the same style as the report published in the February, 1953 issue of The ATA Magazine dealing with Physics 2. It is believed that articles of this nature would be of more help and guidance to Grade IX teachers than the former articles. The first of the new articles is planned for next spring. In the meantime the Board felt that teachers would be interested in learning the results obtained from the use of the **Case Study Card for Borderline Cases**, first introduced in June, 1952.

Whenever a new form of report is introduced, the first reaction of many teachers is, "More red tape! Does anyone in the Department ever look at these reports?" We wish to dispel this idea in relation to the Case Study Card by showing the extent to which the cards were used in 1952. We will also give some suggestions which, it is hoped, will insure greater value for the future.

The total number of cards submitted in 1952 was 834. Of this number, 564 students passed the examination on their own merits and required no further consideration. The Case Study Card was reviewed in each of the remaining 270 instances, in conjunction with examination results. Of these, 226 remained "Failures," while 44 were granted a "Pass" standing after the cards had been examined.

The purpose of the Case Study Card is to find reasons and evidence for determining whether a borderline case should be granted a pass or be confirmed as a failure where the student did not pass on his own efforts. In order that conclusions might be reached in as objective a manner as possible, the committee charged with this work drew up a schedule for considering each case based on (1) the age of the child, (2) the relationship of his examination scores as compared to the minimum scores required to pass, (3) the ability of the child as indicated by his I.Q. rating (where this information was available), (4) the pertinent and valid reasons presented in the narrative type of reporting on the Case Study Card. The material on the card was the chief guide at all times.

From experience gained from using the card in 1952 the committee made a number of recommendations for amending the 1953 card to increase its usefulness. The committee also commented on the value of the various sections of the card. Section I (Statistics) is essential and should be completed with care. Section II (Attendance and Grades repeated) is important as indicating whether or not adequate time has been spent on the programme as well as giving an idea of the student's past performance. Section III (Health Record) should be carefully answered. Section IV (Interests in school and out of school) is particularly useful and revealing. If it is answered carefully and completely it is not only pertinent at the moment but projects into the future of the child. Section V (Study

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Techniques of Guidance

Sociometry

J. G. WOODSWORTH, Faculty of Education, Calgary, and

S. C. T. CLARKE, Faculty of Education, Edmonton

THE basic method of discovering individuals with problems is observation. We note the child who is left out of things, the child obviously dull intellectually, the child who bullies. The inadequacy of such gross observations soon becomes apparent when we start to formulate steps to help him with his problem. Ways and means of investigating the child's behaviour more intensely or analytically are needed before we can act with some degree of confidence in our appraisal of the situation.

One simple technique used by guidance workers to clarify social relationships in the classroom is **sociometry**. When teachers learn to make use of this technique, many unexpected facts may literally pop out of the resulting **sociogram** (the graphical representation of sociometry). A description of this device, the way its data may be used, and certain cautions about its use are set forth briefly in this article.

1. The **technique**. Distribute slips of paper to pupils of your class and then say to them:

- (a) "Write your name at the top of the slip of paper which has been given to you."
- (b) "Now write the numbers 1, 2,

and 3 under each other." (illustrate on the blackboard).

- (c) "Opposite the number 1 write the name of your best friend in this classroom." or "The name of the person you would like best to have work with you in an enterprise group." or . . .
- (d) "Opposite the number 2 write the name of your second best friend." or . . .
- (e) "Opposite the number 3 write the name of your third best friend." or . . .
- (f) "You should now have written the names of your three best friends in the order that you like them." or . . .

Collect papers immediately.

If for any reason the teacher does not wish to restrict the study of her classroom, she may simply say, "Write the name of your best friend." Restricting the study to "this classroom" simplifies the study, however.

2. **Tabulating the data**. The following chart shows how one may arrange the information gleaned from the above technique so that social relationships may be easily seen:

No.	Name	CHOICES			TALLY		
		No. of child chosen			No. of times chosen		
		1st	2nd	3rd	1st	2nd	3rd
1.	Adams, Ada	2	6	3	0	0	0
2.	Bell, Johnny	3	5	14	5	9	9
3.	Cawson, Peggy	8	14	7	4	6	3
4.	Englewood, _____						
5.	Farr, _____						

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Research in Educational Administration and Supervision

An address delivered by Dr. G. M. Dunlop, Chairman, Division of Educational Psychology, University of Alberta, at the CEA Pilot Short Course, University of Alberta, Edmonton, June, 1953.

I am thankful that I have been given the privilege of addressing this assemblage of educational leaders in the fields of administration and supervision from the ten great provinces of Canada; and doubly so because I have been asked to speak on a favourite topic—educational research.

As Mr. Campbell, of British Columbia, observed yesterday, I too have been profoundly impressed by the possibilities and potentialities of this first C.E.A.-Kellogg Pilot Course. In its five year scope it can, and indeed, it must exercise a great influence for good upon Canadian education. I have been impressed, too, by the spirit which seems to characterize the sessions of this course, especially in the committees, where a complete and honest sharing of experience seems to have become the rule. I shall not soon forget the forthright contributions of Bob Connolly or of J. V. Gagnon.

It might be fitting to devote a few words to the province in which the conference is being held. You know, this sort of thing happens in Alberta. One night, in Calgary, at a house party the lights failed momentarily. There was a startled silence; then, through the darkness came a confident voice—"Well, if no one else has anything to say I would like to say a few words about the future of Calgary."

This is Alberta, the land of the Chinook, which can carry the mercury of the most reluctant thermometer from 40 below to 50 degrees above in twenty-four hours. It is a land of contrasts, of towering mountains and glaciers, sleek

park lands, arid short-grass ranges, lush irrigation areas. This is the land of coal, of natural gas, of cattle ranches, farm lands, sugar beet fields, and an oil development which any visitor to Edmonton may verify on a clear day by the pillars of blue-black smoke of burning waste at the well-heads, rising around the entire 360 degrees of the horizon.

This is the land of Alexander MacKenzie, and David Thompson; of Father LaCombe and Bob Edwards; of Bishop Grandin and Twelve Foot Davis; of the Blackfoot Confederacy and the Royal North-West Mounted Police. Even its place names weave a tapestry of history and legend—Jasper House commemorating the Great Company, the Old Man River, preserving forever the name of a Blackfoot deity of Alberta-like propensities, Riviere qui Barre, Carcajou Point, the lordly Peace, Fort Macleod, The Three Sisters, Medicine Hat, Jumping Pound, and those southern reminders of the liquor trade, Forts Whoop-Up, Stand-Off and Whiskey Gap. Finally, for a very few days in springtime, it is a land of an insect whose diminutiveness is only exceeded by its innocence, the Alberta Mosquito, which some of you may have encountered already.

This is the land where, a spirit of rejection and protest swept an established and entrenched political party overnight into the limbo of oblivion, to be replaced by an utterly new movement, which, in spite of certain eccentricities of doctrine, had no record of compromise.

This is a land which, in a brief twenty years, passed from the dejected 'thirties'

when, it is alleged, our marginal population had frequent recourse to grain-sack garments and broiled gophers, and our government repudiated debts and defaulted obligations, to a period in which its budget was thrice redoubled, and its entire provincial debt retired or funded for retirement.

It is perhaps fitting that the locus of the first C.E.A.-Kellogg Pilot Course should be Alberta, which, to the distant observer may have perhaps, created an impression of unpredictability, of sudden and violent change, well summed up in the expression, "It can happen here." Actually the record may be interpreted in another way. Alberta's educational unpredictability seems to hold to a pattern which, though having the appearance of suddenness, has, in rapid succession, resulted in the province-wide adoption of the larger administrative unit, the development of the activity programme, the university-centred system of teacher training, and other developments, both achieved and in process of incubation, which we think are in the tradition of educational progress.

Scientific Method and Educational Research

Now let us turn our attention to the problem of educational research in Canada. Today education is big business, running annually into a half billion budget, and with capital investments exceeding that amount many times. In any other business or industry of these dimensions, a certain percentage of income would be spent on examination of the efficiency of the manufacturing process, the suitability of the product, and analysis of market requirements. This is the role which educational research should play. I wish to raise this question: is Canadian education meeting its research needs?

It is true that there is research activity in completion of the forms and reports required by boards of education and

provincial departments of education, the gathering of which involves the analysis of educational data. Recently the Dominion Bureau of Statistics has been effective in guiding the provinces in the gathering and reporting of educational statistics. There is also research by Departments of Education, boards of education, superintendents and principals and a growing body of effective research by our universities. Especially worthy of mention is the work in testing of the British Columbia Department of Education, and of the Vocational Guidance Centre in Toronto.

However, I feel compelled to say that in my opinion there is too little research in Canadian education, and what there is tends to be too exclusively in the limited area of administration.

Having made this statement, I hasten to disclaim any special wisdom or insight. After all, research is getting at the facts which are all around us. I am making the simple contention that we are satisfied to accept custom, authority, opinion, and reluctant to get the facts, examine them, and follow their inescapable findings.

I feel compelled to press the point. Do we assume that the present graded school is superior to the ungraded school? If so, in what respects, and to what degree? Break it down in terms of reading, language and arithmetic. Have you the answers? We assume, perhaps, that retardation operates evenly throughout the elementary school. Actually the curve is sharply U shaped with its peaks in Grade I and VIII-IX. We make the assumption that teaching improves with years of training. Is it true? What is the relationship between years of experience and efficiency in teaching? How inferior is the permit teacher, or the "six weeks wonder" to the teacher with a year's training, or with a degree? Who said the rural school was inferior to the urban school? What is the relation of costs of education to achievement?

Now don't take these questions too much to heart. You may know the answers. However I do say that the studies of these questions utilizing Canadian data have not received national circulation, if they have been completed.

This raises another question. Where are our national journals of educational research? A small handful of psychologists maintain two or three journals in or related to areas of psychological interest. Name me one Canadian journal devoted to the reporting of the results of educational research.

I am not overlooking the excellent, though sporadic, efforts of the C.E.A. in research. All I say is that it is not in such ground that a real research programme finds its nourishment.

And it is not that we have no competent research men. Columbia University made me very conscious of the excellence of W. R. B. Jackson of Toronto, (incidentally another Albertan). In every province we have competent research men. The problem seems to be that there is too little interest in educational research, and too few avenues to publication.

And now to scientific method. It has been said that man, in his search for truth, has appealed to five sources of evidence: 1. Custom and tradition, 2. Authority, 3. Personal experience, 4. Syllogistic reasoning, and, 5. Scientific inquiry. It has also been said that scientific inquiry has carried mankind further in two hundred years than all other methods in the preceding eighteen centuries. To what to determine ultimate goals, or to decide ultimate scales of values? That lies in the province of ethics, religion and philosophy. However no one can effectively challenge the utility of scientific method in revealing a situation in its entirety, and in suggesting preferred avenues of change.

What are the characteristics of the scientific method? They are six in number.

1. Concern with facts, not opinion, nor subjective evaluation.
2. Employment of analysis.
3. Formulation of hypotheses to guide thought.
4. Freedom from emotional bias.
5. Employment of accurate and objective measurement.
6. Use of quantitative methods and procedures.

Of these the one which seems basic is the last. In one of the most widely misquoted statements of E. L. Thorndike, "Anything that exists at all exists in some quantity, and anything that exists in some quantity is capable of being measured."

Whether all factors in education can be quantified and measured is another matter. It is always a good rule to be skeptical and to avoid over-generalization.

In ordinary research there are six recognized steps.

1. Location, definition and limitation of problem.
2. Survey of previous investigations and available related materials.
3. Formulation of hypotheses to guide you in thinking.
4. Development of research design or data-gathering procedures.
5. Organization and analysis of data.
6. Interpretation of results and formation of conclusions.

Organizing the School System For Research

You may well say at this point, "Not for me, I am already too busy. To add to my load would be to invite or accelerate physical breakdown." That is probably true, which raises the question, "What is the role of the superintendent in research?" And permit me to add that I think that it is a role which no one else can play.

First of all there must be a clearly conceived plan which the superintendent believes in—perhaps something similar to the one I am going to suggest. It is based

on an atmosphere which is becoming increasingly apparent in our cities and larger towns among principals and teachers and even the citizens. What are the Facts? Better trained teachers and principals are less inclined to be impressed by vague criticisms. They want the facts and are prepared to work in order to get at the facts.

Second, the plan for research should involve the creation of a system of research committees perhaps on the following levels.

- (a) Elementary—Grades I, II, III, IV, V and VI.
- (b) Junior High—Grades VII, VIII and IX,
- (c) Senior High—Grades X, XI, XII and XIII.

These committees will be chosen or elected from people interested in a research programme. They will explore their areas for urgent research problems, define and limit the problems, consult with experienced research people on the design of research, plan their procedures, and, with the support of the administration and the co-operation of the principals and teachers, conduct the research project and report on findings. They will have little difficulty discovering problems. Some of the following are hardy perennials in the supervisory field which merit continuous examination.

1. Achievement in Reading, Language, Vocabulary, and Spelling.
2. Achievement in Arithmetic.
3. Diagnostic Examination of Failure or Retardation in Subject Matter Areas.
4. Reports to Parents on Pupil Progress.
5. Factors Affecting Acceleration or Retardation.
6. Experimentation on Method.
7. Guidance Procedures.
8. The Gifted Child.
9. The Slow-learning Child.
10. The Child with Sensory Handicaps.

11. The Child with Motor Handicaps.
12. Vocational Interests and Vocational Information.
13. The Problem of Drop-outs.
14. Factors Affecting Delinquency.
15. School Plant and Achievement.

The launching of any research programme, however modest, necessitates the use of key personnel. You require leaders on these research committees. The superintendent furnishes the inspiration, the encouragement, the impetus, but it will be your leaders among the principals and teachers who will carry the research project through to completion.

I think that my whole concept of supervision is democratic. In the area of research within a system the democratic group of interested teachers is basic. By their participation and interest you will soon find out who are your key personnel in a research programme.

1. They are usually degree people.
2. They are deeply interested in education as a science as well as an art.
3. Frequently they have a good mathematical background.
4. Frequently they have a background of statistics. This is not necessary. It can be acquired easily by a teacher with superior quantitative understanding.
5. Some will have done research toward a Master's degree.
6. All will have a deep affection for facts, quantitatively arranged and scientifically evaluated.

These people are available in almost every city and town in Canada. In Edmonton I am sure there are fifty capable of guiding a research project with a little advice at the outset. Interested teachers without too good a research background will be ready to assist them.

A few suggestions for the research programme may assist you.

1. Do not let your key research people work at it too hard. They

will if you do not protect them.

2. Have mechanical tasks of scoring done either by paid checkers, by machine scoring agencies, or by classroom teachers. Never let your key people exhaust themselves at this kind of work. Actually clerks with I.B.M. machines and secretaries using electric computers should do the mechanical work.
3. Let your key personnel handle the statistical work and the final write-up of the report.
4. Arrange for substitutes to relieve key personnel from classroom duties for the final statistical and editorial work.
5. Publish or mimeograph your project reports and distribute them throughout your system, and to other superintendents elsewhere.
6. Start slowly and carefully. Perhaps the elementary section of your school system is readiest for the research programme. Historically the secondary school staff is most resistant, although many of your key people will come from the high school staff.

It might interest you to know of some of our plans and progress in the organization of research in Alberta. We hope to form, under the auspices of the University, the Alberta Institute of Educational Research. The Institute will sponsor research in all educational fields, publishing a quarterly Journal of Educational Research. It will co-operate with the Department of Education, the Trustees' Association, the Home and School Association, and especially with the Alberta Teachers' Association, in conducting research. Already there are encouraging evidences of interest both in a financial and other ways. The Edmonton Public and Separate Teachers' Locals have groups in one common programme. The Institute, in advance of formal incorporation, has launched a Reading-Language

Arts study on a province-wide sample which should provide an effective initiation of systematic educational research in this province.

Warning

The whole problem of educational research is beset by pitfalls which cannot be treated in a short paper. Nor would you be happy if I attempted a more intensive treatment of such problems as sampling, statistical analysis, research design, and the whole area of assumption to universe. Suffice it to say that you can safeguard your early attempts in research by observing three rules.

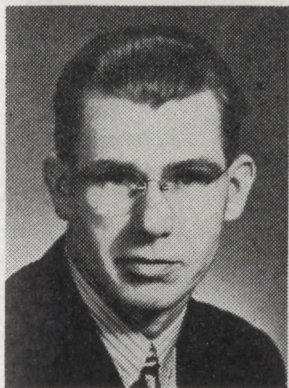
1. Keep your research design simple until your research team is ready for more involved work.
2. Discover your key personnel who already have a good basic knowledge of research procedures.
3. Work closely with local experts on research.

On the other hand, if you start modestly, and develop your research teams carefully, there is no reason why research of the highest quality may not be carried out in the urban, town and village, and rural educational units.

If what I have said appeals to you, gentlemen, if you feel within you the stirrings of an impulse to do something else than remark, "Let George do it," then a certain course of action opens before you, both in your proper positions in the educational structure and as members of this C.E.A.-Kellogg Workshop. In the latter role, I hope it leads you to raise the whole matter of research to the first level of importance in your later short courses, that it brings to the attention of departments and boards of education the research needs of our educational system, and that it directs some attention to the stern necessity of developing journals of educational research, in French and English, on the national level, in which the work of our provincial and

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President's Column



IN choosing this topic for a series of letters, I wish to acknowledge the stimulus provided by Dr. J. Ayers, Canadian Teachers' Federation Director of Research. The topic was introduced in a group discussion led by Dr. Ayers and emphasized as a new outlook on ethics included in a memorandum, "Ethical Standards for Teachers."

Let us begin by asking ourselves a few questions. What is the purpose of a code of ethics? Is there need for one? Has the framing of the code led to improved standards among us? Should some attempt be made to study, emphasize, revise, and ensure proper respect for this code? Should it become a dynamic force in all our relations?

It is my intention to discuss our own code, its meaning and its application throughout a series of presidential messages.

We may say that our code was framed to guide teachers in their relations: with pupils, parents, fellow teachers, princi-

pals, superintendents, departmental officials, and the general public. It was intended to focus attention on proper professional behaviour.

As to need! We are all human and prone to failings. Whether young and inexperienced or with years of practice, we often fail to realize the effect of injudicious action or hasty decisions. Our code points out what we should be like but is unable to give implicit direction to us in each specific instance. It might be useful to have a listing of incidents, perhaps a series of anonymous case histories, to assist us in judging whether the teacher acted wisely and professionally in each instance. This suggestion is offered for your consideration. Perhaps we can make effective use of such in improving our code.

Copies of our own code may be procured from the Head Office of the Alberta Teachers' Association.

Is it desirable to study our code? Can we teach ethics? These are pertinent questions. For some time a number of teacher members have emphasized study of ethical conduct. If our present methods are ineffective in promoting better understanding and greater realization of ethical standards, what steps should be taken to improve the situation?

In short, should we exert greater emphasis on proper and professional relationships to one another and to all people we contact? If so, what can we do?

With these thoughts in mind and these questions posed I propose to draw attention to specific clauses in our code in subsequent issues of the magazine.

—Lars Olson.

The "Three R's" are important all through life. At 20 it's Romance, at 45 it's Rent, and at 65 it's Rheumatism.

—*Education Digest*

Secondary School Education in England and Wales

W. W. McCutcheon

THE system of secondary school education in England and Wales is familiar to many, but for those who are unacquainted with it the following account may serve to give some idea of its features.

Before discussing the system of secondary education in England and Wales a few facts about primary years of school education will be given. The earliest of all education is obtained in the nursery school which children may attend from ages two to five. Next comes the infant school, attended for two years, followed by the work of the junior school. The junior school is responsible for preparing pupils for entrance to the secondary school. Children usually complete their elementary education at about the age of eleven and are then ready to begin their secondary school education.

The secondary schools are of three types: the grammar schools, the technical schools, and the modern schools. The pupils are thus divided into three streams on completing their work at the junior school. Although a number of different names or titles may be given to the methods used in the sorting out process the system is based to a large extent on what can be thought of as tests of so-called intelligence or academic aptitude. It must be kept in mind that the selection process varies from locality to locality, and the process is likely to include an interview in addition to tests, a consideration of performance to date, and whatever other techniques those doing the selecting wish to use. It should,

however, be pointed out that pupils have the right to transfer from one stream to another after a couple of years or less if their performance warrants such a change though such a change from the modern to the grammar school at the age of 13 is a difficult one.

Consideration will first be given to the grammar schools. It must be emphasized that the percentage of pupils chosen for the grammar schools varies from locality to locality, but since the overall percentage of pupils going from the junior schools to the grammar schools is about 20 percent, there is keen competition for places. Rightly or wrongly the impression gained was that grammar school education is very highly esteemed, and it is felt that a place in a grammar school is desirable. It is the graduates of these schools that have the best chance to rise to positions which are looked upon with favour in terms of social and economic status in the community. The universities will get their students from the grammar schools for the most part. As a result the teachers of grammar schools direct their efforts to get their pupils through examinations which are set for university entrance requirements. The grammar schools have a fairly limited range of subjects, notably classical and modern languages, mathematics and science. The grammar school years are divided into what are referred to as "forms." The highest level of achievement in the grammar schools is the completion of the sixth form.

Mention should be made here of the

great preparatory and public schools which are of the grammar school type. Actually these are "private" schools for pupils whose parents are capable of paying for their schooling, or for able pupils who are awarded scholarships. In this category are such well known schools as Eton and Harrow which have been in existence for centuries. Despite the rather limited segment of the population that has been in a position to attend these public schools they have nonetheless enjoyed a very high reputation. The prestige which such schools enjoy can be said to be high today, and it is conceivable that many parents make great effort and sacrifice to have their children attend them. Long established institutions are not likely to be discarded quickly by the British people. In fact English and Welsh education may be thought of as exemplifying the social structure of Britain.

The technical high schools have, for the first two years of study, considerable in common with the grammar schools so far as the nature of subject matter taught is concerned. It can be expected, of course, that the technical school will place considerable emphasis on science and mathematics, for the idea in mind is primarily to prepare pupils for places in commerce and industry where technical knowledge is an advantage. By-and-large for the first two years of secondary school, interchange between the grammar and technical schools is not too difficult, at least it is far easier than interchange between the grammar and the modern schools. The work of the technical high school, and especially the last two years, is devoted to satisfying the needs of pupils who can be expected to be happiest and make their greatest contribution in positions where technical knowledge and craftsmanship are important attributes.

The third kind of secondary school, the modern school, like the technical school of the present time, is a product of the Education Act of 1944. Until the

Act of 1944 there was limited opportunity to obtain secondary school education in England and Wales except by those who went to grammar schools, and only a very small percentage of the pupils of secondary school age undertook such schooling. The modern schools take pupils whose past record and future potentialities are believed to be such that they cannot follow an academic or technical programme successfully. The enrolment of the modern schools is largely made up of those pupils who prior to the Education Act of 1944 normally ended their schooling when they had completed the work of the junior school. Now these pupils must remain in school until they have reached their fifteenth birthday. It is my opinion that some of the pupils who are assigned to the modern schools have a sense of inferiority. Also from conversations with pupils I got the impression that many in the modern schools had a feeling of futility so far as their schooling was concerned, apparently feeling that they might more profitably be working and earning. Quite likely all parents do not look with favour on the idea of having their children compelled to stay in school until they are at least 15 years old, especially in families where there is a long tradition of getting to work early in life. An interest in education may well have to be cultivated before people will accept the new policy regarding education. Pupils in the secondary modern schools had, I thought, the feeling that they had come out at least second if not third best and that those who had been able to go to the technical and grammar schools had been adjudged to be superior. In the modern secondary schools the subjects offered from school to school can show considerable variation in emphasis depending on the circumstances of location and the points of view of the staff and all others that play a part in the formulation of educational policy. The British system of education allows

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Official Bulletin, Department of Education

No. 156

Opportunities for Teachers in Industrial Arts

The Industrial Arts program in both Junior and Senior High Schools in Alberta has been extended in each recent school year. Additional classes in Industrial Arts and in High School Technical Electives were organized in a good number of school centers at the outset of the current school year. At present 124 teachers devote their time completely to providing instruction in these subjects; 34 other teachers devote part of their instructional time to this work. There is now in prospect a marked expansion of facilities for Industrial Arts and Technical Elective classes, both in the new high school buildings which are in process of erection and in more central schools.

If there had been more qualified teachers available in September of the present school year, prepared to assume responsibilities in these departments, more Industrial Arts classes would have been begun. It is quite evident that there will be abundant opportunity at the beginning of each school year for teachers who become qualified to teach these classes. Those who achieve competence in this field find their work interesting and rewarding.

Bachelor of Education Program With Industrial Arts Options

The teacher-in-training who undertakes the four-year program leading to the degree of Bachelor of Education may in-

clude among his courses, with the approval of the Dean of the Faculty of Education, four Industrial Arts courses. Successful completion of these courses will qualify him for the special Junior Certificate in Industrial Arts. He may in this way secure the minimum qualification for teaching Industrial Arts in Grades VII to X inclusive. The courses leading to the Junior Certificate in Industrial Arts are available at the Summer Sessions of the Faculty of Education in Edmonton and in the regular (Winter) Sessions of the Institute of Technology and Art at Calgary.

Program Leading to Degree of Bachelor of Education in Industrial Arts

The Faculty of Education offers a special program to students seeking the degree of Bachelor of Education in Industrial Arts. During the first three years all of the practical of shop-preparatory courses are taken at the Institute of Technology and Art at Calgary, while the other courses are being taken in the adjoining Calgary Branch of the Faculty of Education. This program is planned to provide a superior qualification for teachers of Industrial Arts and the Technical Elective subjects in the Senior High School.

Special Program

There is a third program, particularly designed for those who hold University Matriculation standing and an Alberta

Certificate of Apprenticeship. This three-year program leads to the degree of Bachelor of Education in Industrial Arts. The aim of this plan is to qualify the graduate to teach his trade in the specialized Unit Shops of the larger high schools.

The above information should be of special interest to teachers who may wish to qualify for the work of the Industrial Arts and Technical Elective departments in the Junior and Senior High Schools. Very particular attention is drawn to the second of the programs mentioned above as one in which young men who are in their final year in High School may become interested.

Anyone who is interested in preparing to enter the field of Industrial Arts instruction may address specific questions to: Mr. J. P. Mitchell, Supervisor of Industrial Arts, Department of Education, Edmonton, Alberta.

Free Filmstrips

The following filmstrips have been examined and approved by the Department of Education and are available free of charge from the sources indicated:

A Tale of Two Seams: This is a film-

strip on sewing. It covers posture, appropriate needle and thread, cleaning the machine, needle knowledge, tension control, pressure control, practice with practice sheets. Highly recommended by a Home Economics teacher. Write to Singer Sewing Machine Company, 10356 Jasper Avenue, Edmonton.

Careers in Retail Selling: This covers many types of retail selling. It stresses many points in display, maintaining good customer relations, advancements, etc. Write to Audio-Visual Aids Branch for a limited supply. When supply is exhausted letters will be forwarded to Benograph, 108 Peter Street, Toronto 2B.

Teaching With a Filmstrip: This is a very good filmstrip showing how a filmstrip should be used for teaching. It also illustrates the use of other audio-visual aids to enrich teaching. The uses of different types of filmstrips and characteristics of a good filmstrip are also discussed. Copies may be obtained by writing General Films Limited, 1534 Thirteenth Avenue, Regina, Saskatchewan.

The firms supplying these filmstrips would appreciate receiving an acknowledgment from schools that obtain them.

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CATALOGUE ON REQUEST

Teachers in the



JOHN L. PRIOR

John L. Prior, Vice-Principal of McPherson Park Junior High School, Burnaby, British Columbia, was elected President of the Canadian Teachers' Federation at its annual conference in Montreal in August. Born and educated at Vernon, British Columbia, John proceeded directly from high school to the University of British Columbia from which he graduated in 1935, receiving his B.A. with first class honours in history.

After his year of teacher training, Mr. Prior was Principal of Oliver High School for three years and Lumby High School for four years before he joined the staff of the Burnaby South High School in

1944. He was appointed to his present position of vice-principal in 1951.

John's active interest in federation affairs dates from 1937 when he helped organize the Oliver District Teachers' Association. Through the years he has served the British Columbia Teachers' Federation in many capacities, notably for five years as chairman of the Public Relations Committee, and subsequently as President of his provincial organization in 1951-52.

After serving as the Director from British Columbia on the Board of the C.T.F., Mr. Prior was elected vice-president of the national organization in 1952. He was head of the Canadian delegation to the conference of the World Confederation of Organizations of the Teaching Profession held in Oxford, England this past July, and in August was appointed a member of the Canada-United States Committee on Education.

John and Caroline Prior have three children, Carol, Frances and John.

Techniques of Guidance

(Continued from Page 13)

3. Interpreting and using facts about social structure. Since only a few data are given by way of illustration in the chart, it is not possible in this article to note more than the one outstanding fact that this sampling makes evident; Ada Adams has not been chosen by anyone; she is an isolate.

Let us explore briefly a few ways in which teachers might help Ada. The first step is to look for causes. Observe Ada

more closely. Is she neat and clean? Has she exhibited obviously undesirable social behaviour: temper outbursts, catty remarks, or childish egocentricity? Treatment must reflect what is discovered about such causes, and it will probably include: (1) attempts to improve Ada's skills in order to promote her self-confidence, (2) capitalizing on any initiative she shows in working with others, (3) avoidance of pushing her into social situations with which she cannot cope, and (4) attempting in future grouping to place Ada with her first and second choices, if possible.

4 Some cautions. The intelligent teacher approaches a new technique with caution, always aware that misuse may destroy its value. In the use of this technique experience has shown that:

(a) sociometry of the above type is not effective beyond the elementary grades. The more sophisticated children of the junior and senior high schools do not readily reveal such information.

(b) openly altering social relationships (such as seating plan) as a result of one's interpretation of information gleaned from the sociogram may be resented by pupils and destroys rapport in future questionnaire-type investigations sponsored by the teacher.

(c) it is not wise to explore social relationships using this technique until sufficient time has elapsed in the school year for the new class to become well acquainted with the teacher and with classmates. When the "class atmosphere" is poor, or when students are in conflict with the teacher, sociometry should not be used.

So much for a brief look at sociometry. A description of another guidance technique will appear in the next issue of this magazine.

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The Case Study Card

(Continued from Page 12)

Habits) is related to Section IV and is useful. Section VI (Personal Development) has been amended considerably to make it more pertinent in giving an insight into the character of the pupil. Section VII (Likelihood of further educational opportunity) is of lesser importance, but valuable in certain cases. Section VIII (Home and Family data), if completed carefully, is an invaluable aid in determining placement. Section IX (Difficulties, if any, experienced in gaining an education) is of value when taken together with the rest of the information. It was rather frequently not completed in 1952. Section X (What action would you recommend for this student?) has been added for 1953. It is hoped that teachers and principals will complete this section carefully, giving their opinion as to the disposition of the case in the student's best interests.

Generally the narrative type of reporting gave the best information and results. Where a teacher or principal entered intelligently and earnestly into the spirit of the report, conclusions could be easily and decisively made. It is better to err on the side of sending too many borderline cases for examination rather than skimping.

In completing Case Study Cards, principals and teachers are asked to consider carefully the following suggestions and admonitions:

1. Enter the age and enter it accurately.
2. Complete the entire card.
3. Ensure that a Case Study Card is submitted for each student indicated as a borderline case.
4. If there is any reasonable doubt, send in a Case Study Card.
5. Sign the card so that it can be considered authentic.

Reporting the Schools

(Continued from Page 9)

A morning or late afternoon hour for meeting can have the effect of closing an officially open meeting. Twenty-six said meetings are held in afternoons or mornings, most in afternoon. Fifteen reported night meetings, one did not specify.

There are, no doubt, good reasons for holding school board meetings in the morning, or, what is more common, in the late afternoon. There is also the reason, admitted by some, that at these daytime hours the public is unlikely to attend and business can be transacted with more speed and less argument.

Indication that papers are being responsible and are recognizing reader interest in education is seen in the fact that 32 of the school heads said their newspapers have special reporters assigned to the schools on a continuous basis.

Seventeen said there is a trend toward more open public and press relations. Ten said there has been a definite opening of policy in their districts in the past 10 years and two said the trend is toward less open meetings. Twenty-three did not answer.

Given the open school administration, the cooperative editor, the extra newsprint—given all this, the education editor still does not quite have heaven too. There is still the little matter of dressing up school stories into something the public will read.

I have about decided there is nothing to be done about the “pedaguese” of the teaching profession. Like medical and engineering language, it seems to be a necessary shortcut in professional conversation. I don’t run a blood pressure anymore, or at least not much of one, when school people ask me to lure the public away from the comics with reports of wonderful projects “aimed at enriching the resources and widening the area of experience” or “ongoing programs of in-service training.”

But, please, please, don’t dish it out to mama that way. Don’t tell Mrs. Jones about the “whole child.” It doesn’t mean anything to her when she sees it in print even though she has a houseful of aggressively whole children. It will mean something to her if she is told that the good school is responsible for helping her Johnny get over stuttering, learn to swat a baseball, tell the truth on the playground as well as off.

Don’t try to sell her “enriched learning experiences” for the enriched tax dollar you want from her. It is Sanskrit to her and she is right. It doesn’t mean anything except that the writer is lazy, or dull, or both. Tell her what the kids are doing and why.

Schools expect the press to bring their educational methods and goals to life on paper. Let them practice extracting the specific from the general themselves for awhile.



... and please take us off double session.

— Les Landin from CTA Journal

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Research in Educational Administration and Supervision

(Continued from Page 18)

local research teams may be brought to the attention of all.

Conclusion

And now, back to my earlier theme. It is all too common to look back to the colourful figures of the past and to say—“Yes, but there were giants in the land in those days.” Perhaps so, but perhaps this may be due to the mellowing mists of time, and a process of selective forgetting. What of our educational leadership to-day?

Speaking of the area I know best, I feel that our educational leadership is not declining. I recall Dr. H. C. Newlands' crusade for a modernization of method and curriculum in Alberta schools, the Newland-Lazerte-Barnett triumvirate which achieved university-centred teacher training for the province, the Lazerte study of the Status of the Teaching Profession in Canada, and his new venture in federal aid for education. I have vivid memories of the powerful partnership of Premier William Aberhart, about whose dim figure the legends gather fast, and Dr. G. Fred McNally, former Deputy Minister, and former Chancellor of the University, and still a leading figure in Canadian education. Together they sponsored what was virtually a revolution which resulted in the province-wide adoption of the large administrative unit. On the larger scene, Dr. Althouse, Dr. De Saulnier, Dr. Moffat, Dr. MacFarlane, Dr. Swift, Mr. Campbell, Woodrow Lloyd, Lloyd Shaw—surely there is no shortage of educational leadership! If, out of this pilot course or its four successors, clear paths are charted, I see no reason why Canadian education might not receive such an impetus that this might be looked back to as a most memorable period in Canadian education. Then may your successors truly say: “But there were giants in the land in those days.”

Impressions of Danish Education

(Continued from Page 11)

lunch the teachers take supervision by turns. The children play in a small concrete playground, but have no room for organized games. One day when it snowed a little, they were tempted to throw snowballs into an old cemetery beyond the fence, but were promptly forbidden this outlet for their energies.

I found myself in charge of the girls' physical education, which is a very important part of the curriculum of all Danish schools. Sometimes I had five classes a day, ranging from the primary children to the older girls from the senior school. The exercises I gave proved interesting to them, and, in return, I gathered some fresh ideas for my own classes. One day in the gymnasium one of the older girls led her group in a demonstration of rhythmical exercises to music. Records were used and no commands were given. Like all pupils everywhere, the girls loved to play ball, and on fine days we went to the park nearby for games.

Occasionally I took charge of other classes. If I felt a little uncertain in any of the subjects, I could always read a little or tell a story, for, like children everywhere, these youngsters loved to hear of other countries. The subjects taught include reading, writing, arithmetic, drawing, Danish (language and composition), history, geography and nature study, each taught separately. Writing is formally and carefully taught. Notebooks are carefully kept. No untidy work is tolerated. Much of the drawing is free and original. The children often have assignments in reading and arithmetic to do at home. Textbooks are

covered with brown paper and kept clean and tidy. The school itself is old, but its classrooms are well-kept and attractive. Blackboards and furniture are kept in good repair and there is a noticeable respect for property.

At Sondermarkskolen in Horsens I had the opportunity of seeing one of the three most modern schools in Denmark. The first morning I was duly introduced to the staff members and joined in singing the morning hymn in the spacious corridor. Then my experience and observations began. I examined text books in the various classes and found them, in general, less attractive than ours. I listened to some delightful singing. Danish children love to sing, and have a collection of good songs which I thought unequalled. These are all contained in a small volume for everyday use. I collected some of their drawings and stories to take back with me to Canada. This pleased the children immensely.

The school was at that time not yet complete, but was planned to accommodate a thousand children. The establishment consists of several one-storey brick buildings. Each contains four or five classrooms along the south side with corridors on the north. Each classroom has two huge windows and a glass door to the playground, all complete with venetian blinds. There is a small window in the door leading to the well-lighted corridor. Walls are light blue-green, with plenty of green blackboard across the front and side, as well as bulletin board and storage space. Three maps above the blackboard, specially lighted, roll down when needed. Six large globe lights provide the artificial lighting.

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Light coloured double tables and chairs, teacher's desk and floors complete the classroom picture.

There are glass doors at the end of the corridor. A glass passageway connects the buildings. Glass doors lead to the playground. The nature study room, complete with specimens of stuffed birds and animals, and tables and seats arranged in tiers around a demonstration table, was still to be furnished. The auditorium, too, was as yet incomplete.

A fine big staff room provides for the comfort of the teachers. It contains several tables for small groups, as well as the long one for eleven o'clock coffee. Daily newspapers and vases of fresh flowers give a note of cheer. Book cases offer a selection of educational reading. Boxes of green plants thrive in front of the huge windows overlooking the playground. A small separate kitchen is furnished with all necessary equipment.

The principal himself has an attractively furnished office, as well as a home on the grounds provided in connection with the position.

The whole establishment is arranged around a fairly large concrete playground. Extensive sheds are provided for bicycles and for the children at recesses. Landscaping is in progress, and there are spacious playing fields beyond the buildings. The location is on the outskirts of the city on an area of land which needed considerable drainage before being put to use.

I spent a morning later with the school psychologist at this school. This lady is in charge of classes for mentally deficient children throughout the city. She has pioneered this work in Denmark and has carried it on with enthusiasm and success. During the war she struggled with poor facilities; now she does mostly testing in modern quarters. Besides her own office she has a small testing room and also a waiting room with free pamphlets for the parents.

The children, she told me, are selected on the advice of their teachers, after considerable testing, and have an I.Q. be-

low 70. There are about fifteen in each class, with twelve classes operating in the city. The teachers are selected from the city staff, preferably only those with a liking for this type of work. Together we inspected the reading helps, self-training books and aids used in her work.

While in Aarhus, which is Denmark's second city, I was able to visit another of the three schools. Though built in somewhat the same style as Sondermarkskolen, it seemed to me less attractive. It was planned by a different architect and is less brightly coloured. Here I saw the sewing room, the home economics room, the four gymnasiums, complete with showers and towel-drying rooms, the wood-working and metal-working rooms. The acoustics in its auditorium are exceptionally good. When complete, this school will have forty-seven classrooms for 2200 children up to the age of eighteen.

Aarhus University is a very modern establishment attended by over 1700 students. The auditorium itself is well worth a visit. It is sixty-five feet high and has fine acoustics. It seats seven hundred on pigskin-covered chairs and spotted calfskin sofas. Behind the stage is a great window overlooking the beautiful park-like grounds and the university residences. Venetian blinds can be drawn when needed.

The summer porch, with its huge windows and vine-covered yellow brick, is popular with the young students. The open-air floor for dancing and the open-air amphitheatre are used on various occasions. Some parts of the university have been rebuilt after having been severely bombed during the war.

In the kitchen, one woman and a helper prepare the great kettles with potatoes and vegetable soup for the students who have their meals in the cafeteria.

Copenhagen itself has many fine schools. One I visited is built in the same pattern as those I have already described. Though less modern, it has splendid equipment for every department, including an intercommunication system. Free

milk is supplied to the children, even sandwiches if desired. The school nurse is in attendance every day, the doctor once a week. At that time the school had an enrollment of eight hundred children. There was a staff of twenty-nine teachers, who had an average of thirty pupils in their rooms. It is a common occurrence for a young man to begin his teaching career with a group of children and follow them through the grades for several years until they pass into a new division of the school.

There are a number of kindergarten schools in the capital as well. The one I visited accepts children aged two-and-a-half to seven whose mothers work during the day. There is no special programme. The day is spent in walking, playing and sleeping, with time between for meals and milk. The children have their meals at long tables in groups of twelve. Tables and chairs and toys are standard equipment. Beds are stored away in the wall and can be pulled out two at a time. Each child has his own picture mark for his own property. Regular doctor's visits are a part of the programme. Two of the staff have the full two years' training required; the rest are assistants only.

The International People's College at Elsinore is pleasantly located on the edge of Hamlet's ancient town. Mr. Jones, the English lecturer, a negro from Washington, D.C., showed us through the classrooms, the lecture hall, the lounge, the dining hall and the comfortable quarters where the students live. Often, he said, there are two to three hundred students, many of them Swedish but also some from other lands. A new residential building is to be added for more accommodation. I met Mr. Manniche, the

principal of the school, and listened in on a very informal period of English. Mr. and Mrs. Manniche presided at supper with the thirty-five students taking a summer course.

A young Frenchman whom I met later in my travels had spent six months at the school. He told me that those were the best six months of his life. For the students taking part in the courses at the college — mostly languages and a study of social conditions in various countries — the comradeship of students from different nations means perhaps more than anything else. Surely this should be a force for international friendship and goodwill and peace in the world.

The impressions I carried home with me from the Danish schools have given me a new faith in the power of education. I learned much and have, as a result, a new enthusiasm. The methods of teaching are comparatively formal, but they produce results. From the time they begin the children enjoy school and expect to do their share by completing assigned work at home. They are generally polite and well-behaved because they are taught respect at home and obedience at school. Their teachers are highly trained men and women of good character who understand young people. They are contented in their work because they are respected by the parents and able to enjoy a satisfactory standard of living. Accordingly the younger generation grow into happy, healthy young people who enjoy good reading as well as outdoor activities. They are able to participate in community life, and have an interest in travel and the world in general. They have a good general education which fits them for life in the world today.

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Territory: Between all stations in Canada.

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Fares: Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale: Tickets to be sold good going Tuesday, December 1, 1953 to and including 12 o'clock noon, Friday, January 1, 1954.

Return Limit: Valid for return to leave destination not later than midnight Monday, January 25, 1954.

Tickets will be good for continuous passage only.

Note: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils

of the schools and colleges in Canada, for their personal use.

These certificates are only good for the purchase of railway tickets during the Christmas or Easter holiday periods.

A supply of the Vacation Certificates (Form 18W) referred to above may be obtained on application to Superintendents, Inspectors or Secretary-treasurers of School Districts, or to this office.

Roy H. Powers,
Canadian Passenger Association.

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sends after obtaining them from the UNESCO Gift Coupon Office. These UNESCO Gift Coupons are a form of international money order and may be spent in whatever country the recipient can most advantageously buy the supplies the organization wishes them to have.

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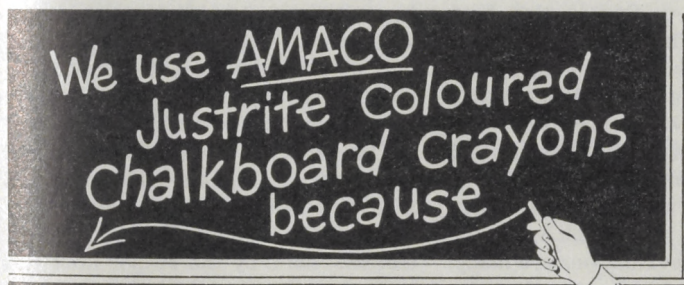
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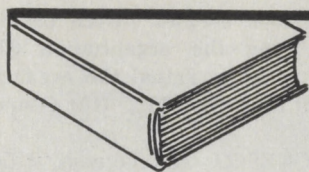
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Munro Leaf, Longmans, Green & Company, \$2.75.

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Art Education for Slow Learners

Charles and Margaret Gaitskell, Illustrated with Reproductions of Child Art, The Ryerson Press, \$1.50.

The vast majority of recent books written on art education have dealt exclusively with the art of the normal child. It is of interest now to find in this book by the Gaitskells, the results of investigations carried out with children who find learning a little more difficult than that experienced by the average.

While the authors are fully aware that the development of the child at any mental age level is more important than the product, yet it is through what the child produces that evaluations are made. The carefully tabulated reproductions shown in this book serve well to guide the reader through all stages of this research.

It is interesting to note that the authors suggest that no additional materials nor indeed special teaching techniques need prevent the teacher from giving wide scope to art experiences for the slow learner. Our emphasis on creative expression in most of our schools now provides a program into which the below normal learner can easily fit.

This is an easily read, not very lengthy,

coverage of the subject and all teachers who have slow learners should acquaint themselves with the findings. Who has not one slow learner in her class?

—M.W.M.

Wake of the West Wind

George E. Tait, The Ryerson Press, Toronto, Canada, \$3.00.

This charming little story written and illustrated by a Canadian author, artist, and educationist is dedicated to the memory of Tom Thomson. The lakes and woods of Northern Ontario where Thomson painted and finally lost his life supply the setting and much of the artist's history is revealed during the course of the story.

It is centered around a twelve-year-old boy who wanted to be an artist but whose ambition was staunchly opposed. Happily, due to the interest and encouragement of a New York artist, this opposition was completely overcome.

The book is worth reading for the many bits of valuable information which it gives about one of our best loved and remembered Canadian artists. The illustrations, done by the author himself, are both charming and effective and further reveal the understanding of art which Mr. Tait has shown throughout his writing. This, together with the readable and appealing style in which the story is told, should attract any youthful reader.—I.H.S.

The Northern Countries

Published by The Foreign Ministries of Denmark, Finland, Iceland, Norway and Sweden, Edited by Burnett Anderson.

This 154-page book gives an interesting, comprehensive outline on the

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"Northern Countries" of Europe, namely, Denmark, Finland, Iceland, Norway and Sweden. Its chief value from the viewpoint of social studies would be to give the teacher background material for a discussion of these countries of Europe. Many interesting topics concerning the aforementioned countries are dealt with, including the size, the people, occupations, agriculture, fisheries, industries, government, social conditions, and education. The art, music, drama, and sports of Finland, Iceland,

Norway and Sweden are discussed in a simple but informative fashion which would prove of value as reference for Unit 6 of the Grade VII Social Studies program.

The chief drawbacks of this book are the small print and the lack of colorful illustrations and maps. Owing to these facts it would not be a good reference book for students but still would prove a worthwhile teacher's reference.

—W.H.

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Secondary School Education in England and Wales

(Continued from Page 21)

the teacher a great deal of freedom in the selection of what shall be taught. The subjects taught in the modern schools are less likely to be academic in nature than in either of the other two schools. Instead the emphasis is on subject matter that should constitute a valuable preparation for life in a more practical sense than is often associated with academic subjects. For instance, physical education, handicraft, art, music, housecraft, and often gardening and animal husbandry are subjects offered.

The status of the three types of secondary schools is for official purposes supposed to be equal, but reality often falls short of the ideal. On the basis of a recognition of this fact, suggestions have been made so that the three streams of pupils may be brought closer together. One suggestion has been that the three types of schools be located in such a way that facilities for sports, lunch rooms and the like might be used by the three groups. Others speak in terms of developing multilateral schools. There can of course be a number of methods used to try to bring the streams closer together to overcome the sort of stratification that exists at the present time.

There is little point in saying much about the equipment and buildings since well built and equipped schools and poorly built and equipped schools can be found in any educational set-up. This is about what anyone would expect the situation to be.

Some observations about the teachers of the secondary schools follow. In the grammar schools one expects to find teachers having high academic training, and holding a degree from a university. The same applies to some extent in the technical high schools, but here teachers

who are responsible for teaching craftsmanship are less likely to have academic qualifications of a high order. In the secondary modern schools one can expect to find few teachers with a degree. Since the war there has been such a big demand for teachers in England and Wales that many teachers have taken emergency training courses and have started teaching. The result has been that the secondary modern schools have received large numbers of teachers who may be thought of as having inferior academic and teacher-training qualifications. It is perhaps a bit unkind to suggest that the teachers in the three types of secondary schools scarcely regard each other as equals. The teachers in the grammar schools are, I think, generally regarded as being higher up in the academic hierarchy than those in the secondary modern schools. Last spring (1952) the number of positions in the grammar schools appeared to be somewhat limited. The opportunities to find employment in the modern schools were looked upon as being more numerous. When I was talking with several of the student teachers at the University of London regarding positions I was informed that the taking of a position in the modern schools made it most difficult to be accepted as a teacher in the grammar schools later on.

The system of secondary education that exists in England and Wales at present has scarcely had time to prove itself. Surely it can at least merit credit as being a bold experiment, with results still somewhat uncertain. Like all changes in any educational system it may require future adjustments. These would most profitably be arrived at from a programme of research and study of its achievements and shortcomings over a period of time.

Code of Ethics

ALBERTA TEACHERS' ASSOCIATION

1. The teacher is courteous, just and professional in all relationships.
2. All testimonials and documents presented by a teacher are truthful and confidential.
3. The teacher strives constantly to improve his educational practice.
4. The teacher avoids interfering between other teachers and pupils.
5. Upon each teacher personally and individually rests the responsibility for reporting through proper channels all matters harmful to the welfare of the school.
6. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or homes, obtained in the course of his professional duties.
7. Official business is transacted only through properly designated officials.
8. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by the statute.
9. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory, without first clearing through head office of the Alberta Teachers' Association.
10. Each teacher is an active participant in the work of his professional organization.
11. The teacher adheres to salary schedules negotiated by his professional organization.
12. The teacher who in his professional capacity is a member of a committee, board, or authority, dealing with education matters or with teacher training or certification, must be elected or appointed by the Alberta Teachers' Association.
13. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for, or to accept, a teaching position before such position has become vacant.
14. No teacher accepts compensation for helping another teacher to get a position or a promotion.
15. Unfavourable criticism of an associate is studiously avoided except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.

Financial Statement

STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA
SUMMER SESSION

STATEMENT OF REVENUE AND EXPENDITURE FOR THE YEAR ENDED OCTOBER 31, 1953

Statement "A"

Revenue—

Fees—building see contra	\$3,896.91
—general	1,559.20
Evergreen and Gold, see contra	360.00
Ticket Sales—dances	250.75
	<hr/>
	\$6,066.86

Expenditure—

Athletics:

Badminton	\$ 2.20
Bowling	26.15
Fastball	151.54
Golf	6.75
Table Tennis	2.20
Tennis	2.20
	<hr/>
	\$ 191.04

Entertainment—

Dances	\$ 439.05
Square Dances	40.00
Teas	105.56
	<hr/>
	584.61

Students' Union Building Fund, see contra:

Loan repayment fund	2,338.15
Building operating fund	1,558.76
	<hr/>
	3,896.91

Purchase of Evergreen and Gold, see contra

360.00

Administrative and sundry:

General expense	\$ 324.58
Evergreen and Gold pages and expenses	320.64
Honoraria	190.00
Bulletin expense, net	69.03
Depreciation on equipment	50.11
Administrative salaries	35.00
	<hr/>
	989.36

6,021.92

Excess of Revenue over Expenditure for the year

\$ 44.94

Balance Sheet as at October 31, 1953

Statement "B"

Assets

Current:

Cash on deposit with the University of Alberta \$1,009.72

Fixed:

Office equipment \$ 46.25
Sports equipment 227.40

..... \$ 273.65
Less reserve for depreciation 224.67

48.98

\$1,058.70

Liabilities

Surplus:

Balance as at October 31, 1952 \$1,014.76
Deduct: prior year fee adjustment 1.00

\$1,013.76

Add: Excess of revenue over expenditure for the 1953 session 44.94

\$1,058.70

EDMONTON, Alberta, October 31, 1953.

I have examined the accounts of the Students' Union of the University of Alberta Summer Session for the year ended October 31, 1953, and have received all the information and explanations I have required.

In my opinion, the above Balance Sheet is properly drawn up so as to exhibit the true financial position of the Union as at October 31, 1953, according to the information and explanations given to me and as shown by the books of the Union, and the accompanying statement of revenue and expenditure correctly sets forth the results of the operations for the year ended at that date.

M. A. ROUSELL,
Chartered Accountant, Auditor.

LEADERSHIP STARTS AT THE TOP

If anyone needs a multiple personality, it is the superintendent of schools. His public expects him to be a financial wizard, author, speaker, scholar, politician, diplomat, adviser to the school board, active civic worker, administrator, and public relations counsellor of the highest rank. The strains and worries of his office are many, but his position is rich in opportunities for achievement.

—Dr. Stewart Harral

Education of Service Men's Children Act

Monthly allowances may be paid by the Government of the Province of Alberta, under The Education of Service Men's Children Act, as amended in 1951 and 1953. Allowances are made to assist in financing the secondary school education of children of Deceased and Disabled Veterans of World War I or II. The following conditions must be met:

1. That the serviceman (or woman) is a bona fide resident of the Province of Alberta. In order to qualify in this respect; the serviceman must have resided in Alberta prior to enlistment and his family must have resided in the Province since his decease or discharge. When, however, the application is based on service in War I, residence requirements are satisfied if the child has resided in Alberta for at least ten years and continues to reside here.
2. That the disability or death of the serviceman resulted from service in World War I or II.
3. That such assistance is needed.

Assistance may be granted for the following types of training:

High School (Grades IX to XII inclusive), Agricultural School, Technical School, Commercial School, and other vocational courses on a secondary school level.

The child must have completed Grade VIII, be capable and industrious, and have the prospect of being able to complete the course of study proposed.

Applications for assistance:

Application for assistance must be made by the parent or guardian. The proper application forms will be mailed, on request, by the Secretary of the Board appointed to administer the Act.

The Board has the duty of determining the validity of all claims for assistance, the amounts to be paid, and the persons to whom payments shall be made.

Requests for application forms, and all correspondence should be addressed to:

**The Secretary of the Board,
The Education of Service Men's
Children Act,
Administration Building,
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OUR LOCALS



Barrhead Local

At the first general meeting held on October 3, the following executive members were elected for the coming year: A. Taylor, president; W. Bayduza, vice-president; Wm. Wyrstiuk, secretary-treasurer; Mrs. Perrich, Mrs. Bennett, W. Bayduza, A. Piard, R. Nadeau and R. Hall, salary policy committee, the latter three acting as salary negotiators; W. B. L. Jenken, and Wm. Wyrstiuk, councillors; Miss L. Gordey, Miss J. Sheridan, and Geo. Bujea, social, refreshments, and sports conveners respectively; and Miss F. Cerezke, press correspondent.

Coal Branch Local

The election of officers took place at a meeting held at Mercoal on September 22; and the new officers are: Paul Marshall, president; Les Parry, vice-president; Steve Lobay, secretary-treasurer; Bonita Wrigley, press correspondent; Paul Marshall, and Mrs. P. Marshall, councillors; and Steve Lobay, Les Parry, and Paul Marshall as salary negotiating committee. Members also discussed holding a Teachers' Institute at Mercoal. Group insurance is to be discussed at the next meeting at Coal Valley.

Correspondence School Branch Local

The regular meeting was held in the Museum of Arts on October 16 under the direction of Miss Helen Berry. At the conclusion of the business, Mr. Frank Page showed slides of pictures he had taken on his trip to Europe this past summer. About fifty members and their friends enjoyed the showing.

Drayton Valley Sub-Local

The following officers were elected for 1953-54 at the organization meeting held at the home of Mrs. B. Law on September 22: Mrs. G. Wollschlager, president; Mrs. B. Law, vice-president; H. Telford, secretary-treasurer; Miss R. Wolters, councillor; and Mrs. A. Glass, press correspondent. In order that the general public may become familiar with up-to-date quarantine regulations, Dr. Keyes of Lac Ste. Anne-Stony Plain Health Unit has been asked to give a talk on communicable diseases in Drayton Valley Hall as soon as can be arranged.

East Smoky Sub-Local

At the organization meeting held at Crooked Creek on October 2 the following officers were elected: Martha Slopianka, president; Lucy Lundblad, vice-president; Isabel Moody, councillor; and Dawn Gunby, secretary and press correspondent.

Mr. H. MacNeil, superintendent, led a discussion on remedial reading.

Holden Sub-Local

Elected to office at the organization meeting early in October were: Ralph Gorrie, president; Mrs. H. Hviid, vice-president; Ina Dearing, secretary-treasurer; Mrs. E. Good, sub-local representative; track-meet representative, Wm. Ogrodniuk; Misses M. Schmalzbauer and R. Torrie, social conveners; Mrs. W. Beveridge, refreshments convener; and Mrs. E. Driscoll, press representative. It is hoped that the rural teachers will be able to attend the meetings which will

be held at 8:30 p.m. on the second Thursday of the month in the high school.

Girouxville-McLennan Sub-Local

The first general meeting was held in Notre-Dame College at Falher on October 2. Elections for the 1953-54 executive were as follows: Mrs. Pierre Dentinger, president; Aimée Rey, vice-president; Thérèse Johnson, secretary; Rev. J. Forget, local representative; and Georgette Maisonneuve, press reporter. Matters to be brought up at the fall convention were also discussed.

Jasper Place Local

The regular September meeting was attended by sixty-five members. The new executive elected is as follows: Mrs. P. Young, president; M. McCune, vice-president; Mrs. E. Oestreich, AGM representative; Leo Geake and Wm. Drake, geographic representatives; Mrs. M. Samuels, social convener; and Mrs. D. Baycroft, publicity convener.

A courtesy committee will be set up in each of the schools represented: Jasper Place High School, Glendale, Canora, Sherwood and Brightview.

During the meeting Miss Marlene Rankel brought an interesting report on the United Nations Summer School at Banff, and thanked the local for making it possible for her to attend as a delegate.

McNally-Coaldale Sub-Local

The 1953-54 organizational meeting was held on September 22 in the Coaldale East School. The slate of officers for the new term is as follows: W. D. Coombs, president; Victoria Martens, vice-president; Betty Bannink, secretary-treasurer; Mrs. Hilda K. Voth, press correspondent, W. D. Coombs, John Mazurek, Charles Bryant, David Voth, Pete Slemko and Mrs. Mina A. Jackson, councillors.

Three committees were chosen to promote relations between the schools of Coaldale, McNally, Sunnyside, Ready-made, and Hardieville which make up the district. Chairmen for these committees

are: David Voth, sports; Pauline Trapp, cultural activities; and Eugene Gregorash, sub-local programmes.

A vote of thanks was given to the retiring president, Charles Connors, and the retiring secretary-treasurer, Mrs. J. Dyck.

Okotoks Sub-Local

Fourteen teachers of the sub-local met September 24 under the chairmanship of president Mrs. Patricia Palmer for the opening meeting of the fall season. Mrs. Elda Robinson was elected as secretary-treasurer to succeed Miss Myrtle Scarlett.

Plans for future meetings were discussed. No October meeting was planned so that teachers would have an opportunity to attend a meeting of the Foothills Local to be addressed by Mrs. Irene Calder of Calgary, a delegate to the Banff Workshop. At the November meeting R. H. Cunningham is to speak on "Aims and Policies of the Alberta Teachers' Association". The December meeting will be given over to a discussion on pensions; C. B. MacKenzie will act as a committee to clear up any questions presented by members. F. P. Van Tighem was appointed to make a report on the single salary schedule. The matter of salaries was discussed and suggestions were made for future changes in the present schedule. The members were of the opinion the salary committee should be composed of a cross section of teachers of the district. The committee for 1953-54 was to be elected at the local meeting in Calgary in October.

Provost Sub-Local

The October meeting was held at Provost and the following officers were elected: Don Kilback, president; Louise Erickson, vice-president; Jim Clapson, secretary-treasurer; and Lucille Nelson, press correspondent.

A discussion on track and field vs. festival led to the election of Frank Paegge and Martin Pasychynk, co-ordinators, who are to meet with other sub-

locals. A slate of officers to be presented at the fall convention was also elected.

Rocky Mountain House Local

At the meeting held in Red Deer on October 19 the teachers elected as president Mrs. Alma Sterling of Benalto. Mrs. Sterling has been active in the organization for some time; she is also very active in community work and only last year won a Red Cross award for work in connection with the Junior Red Cross. Mr. J. S. Gregorash, an Alhambra teacher, was chosen as vice-president, and Mrs. Laura Westergard, of Dickson, was elected secretary-treasurer. The three elected councillors are: Mr. Rudolph Dressler of Rocky Mountain House, Mr. Stanley Johnson, of Condor, and Mrs. Florence Norman of Dickson. Placed on the Collective Bargaining Committee were: Mr. Bill Sloan of Dickson, Mrs. Laura Holsworth of Benalto, Mr. S. Hencley and Mr. D. Koob of Rocky Mountain House, and Mr. Gordon Gibson of Evarts. Mr. Norman Bowles was elected as press correspondent.

Ryley Sub-Local

The members of the sub-local have elected the following officers for 1953-54: Marvin Bruce, president, Peter Kulba, vice-president; Sheila Kongsrud, secretary-treasurer; Hattie McQuillan, press correspondent; John Kulba, councillor; Peter Kulba, sports' representative; Harold Parsons, festival representative, and Rhoda Selthun, social convener.

Stettler Sub-Local

At the first meeting held on October 15 the following officers were elected for the year: Mr. N. Muir, president; Mrs. M. Duke, vice-president; Mrs. E. Campbell, secretary; Miss V. Ullman and Mrs. A. Temple, councillors; Miss V. Hansen, press correspondent; Mrs. O. Crone, Mrs. H. Blakely, and Mrs. R. Annable, programme committee; and Mrs. F. Stevens, lunch convener.

The meeting heard reports by Mrs. Campbell and Miss Hansen on the ATA

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Workshop courses they attended at the Banff School of Fine Arts in August.

Tofield Sub-Local

The new executive elected at the first meeting held on October 1 is as follows: Mr. Jack Lampitt, president; Mrs. M. Kellicutt, vice-president; Mrs. A. Friesen, secretary-treasurer; Mr. C. May, sports' representative; Mr. A. Elliott, local representative; and Mrs. A. Logan, social convener. There were discussions regarding present salary negotiations and the supporting of our salary committee, of the frequency and time of future meetings, and of the health plan now in use by the division.

Edmonton Elementary Teachers Local

The new executive entertained retiring executive members and other guests at a supper meeting at the "Seven Seas". President for the coming year is Miss M. Wheatley; Miss A. Carmichael is past-president; W. G. Roberts, first vice-

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president and W. G. Bevington, second
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treasurer; P. W. R. Holt, chairman of the
education committee, with division one
representatives, Miss G. Adams, Miss I.
Hackwell, and Miss V. Walters, and al-
ternates, Miss E. G. Pope and Miss A.
Kettyls; division two representatives, M.
J. V. Downey, G. L. W. Brown, and R. B.
Layton, and alternates, A. W. Holmes and
P. J. Cox.

Retiring executive members are: Miss
L. M. Anderson, Mrs. I. E. Brown, Mrs. E.
Allan, Miss J. McDonald, J. B. Davies,
H. J. M. Ross, and J. S. Sandercock.
Among the guests were: A. B. Bayly,
Misses C. Douglas and E. Corlett, F. W.
Stockwell, and F. W. Wooton.

Chairmen and members of standing
committees were appointed as follows:
Convention—Miss Adams and Mr. Baker;
Public Relations and Publicity—Messrs.
Layton, Downey and Brown; Social—
Misses Hackwell and Walters; Edmonton
District Council—Messrs. Bevington and
Holmes; Newsletter—Mr. Baker; Flowers
Miss Kettyls; Donations Fund—A. Stock-
well; United Nations Association—F.
Wooton and W. Brown; and Edmonton
Research Institute—H. J. M. Ross, Mr.
Holt, and Miss Walters.

High Prairie Sub-Local

At the first meeting held on Septem-
ber 26 the following new officers were
elected: Mrs. Irene Richmond, president,
Cecil McCarron, vice-president; Catherine
Balascak, secretary-treasurer; B. Hal-
bert, councillor; and Evelyn Holtby, press
correspondent. Regular monthly meet-
ings are to be held in High Prairie on the
third Monday of each month at 8 p.m.

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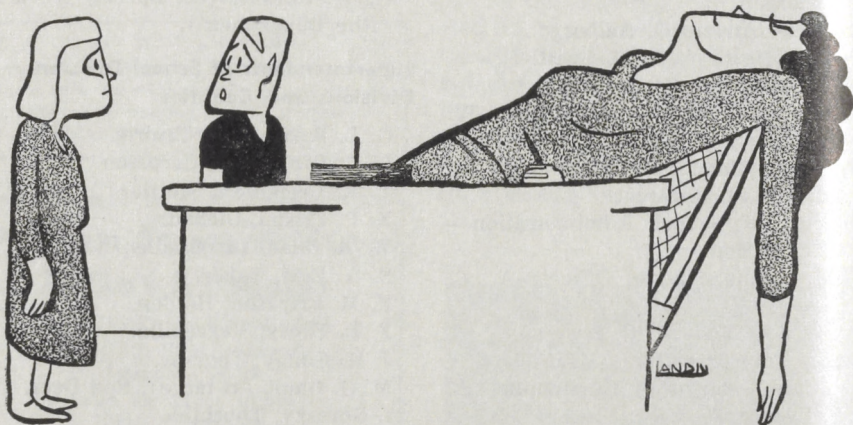
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All I said was, "Is it true that we may not have Easter vacation this year?"

— Les Landin from CTA Journal



Executive Meeting

The provincial executive held a meeting in Barnett House on September 25 and 26. The agenda included discussion of: "ethical standards for teachers," liability insurance, tenure, a proposed annual report form for locals, three cases of alleged professional misconduct, a proposal to include teachers under the Workmen's Compensation Act, ATA policy resolutions, research, a request for a loan from the Nova Scotia Teachers' Union, pensions and the actuarial survey, public relations, fall conventions, school grants, the ATA Handbook, the report on the Banff Workshop, and curriculum making.

Edmonton District Conventions

Three conventions were held for the Edmonton District, on September 24 and 25, September 28 and 29, and October 5 and 6. Fred P. Barnes of Urbana, Illinois, was our guest speaker at the first and third district conventions, and Delmer T. Oviatt of the Los Angeles State Teachers' College was guest speaker at the second Edmonton district convention. A meeting, to be attended by representatives of the locals concerned, will be held in the near future to discuss a reorganization of the Edmonton district conventions.

Two Hills and St. Paul Conventions

These conventions were held October 1 and 2. Our guest speaker was Fred P. Barnes, and W. Roy Eyres represented the Alberta Teachers' Association.

Lac La Biche and Lethbridge Conventions

Dr. H. E. Smith, Dean of the Faculty of Education, and F. J. C. Seymour attended the convention at Lac La Biche on October 8 and 9. Delmer T. Oviatt and I attended the Lethbridge convention, which was held on the same date.

Peace River and Grande Prairie Conventions

The week of October 12 conventions were held at Falher, Fairview and Grande Prairie. Van Miller, of the University of Illinois, was our guest speaker. I represented the Association.

Vermilion Convention

This convention was held October 15 and 16. The guest speaker was Fred Gathercole, Superintendent of Schools in Saskatoon. Mr. Seymour represented the Association.

Red Deer and Camrose Conventions

These conventions were held the week of October 19. Neville V. Scarfe, Dean of the Faculty of Education, University of Manitoba, was the guest speaker, and I represented the Alberta Teachers' Association.

Other Meetings

On September 29 I represented the Association at the meeting of a special committee of the Board of Teacher Education and Certification to discuss some special cases of teacher certification.

The Teachers' Retirement Fund Board met on October 6.

On October 23 the available members of the Executive met with representatives of the Faculty of Education, the Department of Education, the Home and School Association, and the Alberta School Trustees' Association to consider the setting up of an Alberta Educational Research Council.

On October 21 I attended a meeting called by Dr. W. H. Swift to make plans for the C.E.A. convention which will be held in Edmonton in September, 1954.

On October 24 I attended a meeting of the committee of the Board of Teacher Education and Certification to investigate and report about drop-outs in the junior and senior high schools in Alberta.

Erick Ansley